

The Importance of Intervention in Developing Self-regulated Learners

Abstract

In academic and educational field, self-regulated learning has been viewed and still being considered as essential learning procedures that could influence students learning behavior and their achievement levels. Most research findings have proven that students who are self-regulated learners perform better than students who are not. However, research on self-regulated learning in Malaysia mainly focuses on investigation of self-regulated factors that affect students learning. The purpose of this study is to investigate students' motivational level and use of learning strategies in learning History before and after the intervention program. In order to attain comprehensive picture and rich information for teachers and policy makers to design appropriate learning contexts in schools, self-regulatory strategies used in this study has been integrated into Secondary Four History. Sequential quantitative and qualitative data collections were engaged to obtain a deep insight of the findings results. Convergence and divergence data emerged between students' responses on the questionnaire and interview for particular constructs within self-regulatory strategies in the intervention. Distinctive data should be considered as the pointer to new theoretical insight.